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ABSTRACT

An analysis of the problems pertaining to the adoption of a year-round calendar for high schools, along with the advantages of year-round education (YRE), are examined. It provides a literary review (including historical contexts), types of calendars, benefits, administrative problems, and societal benefits. For the study, 28 schools responded to a questionnaire sent to 40 year-round high schools throughout the United States. The results indicate that the single-track, year-round calendar can be found in high schools of all sizes, in both rural and urban areas. The most common problems were those dealing with athletics, teacher-training opportunities, and building maintenance. Athletic concerns included additional compensation to coaches for maintaining offseason programs and remaining within the guidelines of the athletic governing agencies. However, not every school reported administrative concerns, and none of the schools consistently reported the same types of problems. Furthermore, universities have tried to be flexible in offering teacher training, and maintenance schedules can be adapted for YRE. Suggestions as to how schools can meet challenges produced by YRE are offered. Appendices include the study questionnaire, guidelines, and sample calendars. (RJM)

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ADMINISTRATIVE PROBLEMS IN THE SINGLE-TRACK YEAR-ROUND HIGH SCHOOL: RESEARCH FINDINGS AND GUIDELINES

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INTRODUCTION

The traditional nine-month, September to June, school year has its roots in an agrarian society. An extended summer break allowed students to work on the farm and aid in the economic life of the family and the community (Doyle & Finn, 1985). The agrarian society no longer exists. It has been replaced by a "high tech", information-oriented society (Gee, 1997). As public schools strive to prepare students for this ever-changing society, several studies have suggested that different school calendars, those falling under the heading of year-round education, can provide more continual learning and decrease summer learning loss (Bradford, 1993; Kneese, 1996; Peltier, 1991; Worthen & Zsiray, 1994). "The traditional school calendar is not an educational calendar now, and has never been, and never will be. Individuals learn in all seasons of the year. Educational programs such as year-round education which respond to the way people learn offer promise to our nation's students and minimize the reality of summer learning loss" (Ballinger, 1989, p.1). However, once a school community has made the decision to adopt a year-round calendar for its high school, there can be potential problems.

Organizational change is never accomplished without conflict. Often worthwhile change in long-held policies fail because the potential pitfalls are not planned for in advance. The switch to a year-round program, for example, will be accompanied by problems. Planning, or the lack thereof, can determine the success or failure of this change in the school calendar (Greenfield, 1994).

The purpose of this paper was to provide a literary review on year-round education, inclusive of the historical contexts, types of calendars, benefits, administrative problems, and societal benefits. Another purpose of this paper was to identify the administrative problems encountered when a high school adopts a single-track, year-round calendar. These problems were used to prepare guidelines to be used by school personnel preparing to adopt a single-track, year-round program.

REVIEW OF RELATED LITERATURE

The ancient Greek philosopher, Heraclitus, observed, "Nothing is permanent but change." This ancient wisdom certainly holds true in the realm of modern educational practice. Changes in American life and in the American workplace demand changes in education.

The typical American family no longer exists. Gone is the typical family unit of father, mother and children all living together. The past twenty years have seen a dramatic increase in the number of single-parent families and blended or surrogate households (Francese, 1995). The American workplace has also changed. Gone are the days when a man would work for over 30 years, collect his gold watch and then his retirement. Most workers will change jobs, and the number of manufacturing jobs has gone from 26% in 1970 to only 16% of the work force by the mid-1990s (Francese, 1995). Jobs have changed. The United States has gone from an industrial age to an information age, yet the basic school structure has remained, based on a factory model (Carnevale & Porro, 1996).

At the turn of the twentieth century, the economy demanded workers with skills for the factory, workers who could follow instructions, stay on task, be punctual, and accept orders without question. American schools answered the call and schools were designed to meet these needs (Carnevale & Porro, 1994). Now, at the threshold of the 21st century, the workplace demands different skills. Workers today need to be flexible, self-directed, socially responsible and have the ability to see the big picture. They must also be able to work successfully in groups, use technology to access information, possess cross-cultural communication skills and solve problems (Carnevale & Porro, 1994; Sherritt & Basom, 1996).

To meet these demands, there are several change-movements practiced in schools today. From multi-age groups to block scheduling to interdisciplinary teaching, change indeed seems a constant. One of the current trends in educational movements in America is the concept of year-round education (YRE). YRE is noted as "an alternative calendar or schedule for learning which evenly distributes instructional blocks and vacation-intersession periods over a full 12-month year" (MSDE,1994, p.49). This is opposed to the traditional, nine-month, September to June calendar.

Brief History of YRE

YRE is not a new idea; neither is the nine-month, September to June calendar, an embedded American tradition. In fact, in the early nineteenth century, the length of the school calendar varied greatly by locale. Farming areas and small rural communities held classes for five to six months out of the year. These calendars were based on planting and harvest times as well as

weather conditions. However, cities often held classes over an eleven-month period. For example, in 1841 Boston's public school calendar ran for 244 days and in Philadelphia classes met for 251 days (Association of California School Administrators, 1988; Glines, 1997).

The move toward a more standardized calendar began following the 1847 introduction of the idea of grade levels. As the idea of age-based grade levels became more widely accepted, rural schools added days to their calendars and urban schools shortened their calendars to better accommodate the more standardized curriculum (Association of California School Administrators, 1988). By 1900, the nine-month calendar was the standard, but the timing of the breaks were still based on agricultural need. It was not until World War II that the 175-180 day, September to June, calendar was widely adopted. Psychological studies predicted that occasional breaks for factory workers would lead to increased production (Association of California School Administrators, 1988). Based on these studies, President Franklin D. Roosevelt ordered paid vacation in defense-related industries. This order created a need for dependable, short-term workers. Teachers could easily fill this need and thus began the tradition of summer vacation (Association of California School Administrators, 1988).

While the current "traditional" calendar was taking form, several educational leaders were experimenting with ways to make learning a more continuous process, a year-round calendar. The earliest experiments with YRE date back to the 1880s, but the earliest twentieth century example was in Bluffton, Indiana in 1904. During the mid-1900s and 1920s, year-round

programs began that were aimed at addressing specific remedial and vocational needs in communities of New Jersey, North Dakota, Nebraska and Tennessee. The first four-track program was introduced in Alquippa, Pennsylvania to alleviate overcrowding in 1928 (Sheane, Donaldson, & Bierlein, 1994). For various reasons these and other year-round programs did not survive the depression era (Association of California School Administrators, 1988; Sheane et al., 1994).

The post-war, "baby boom" era revitalized interest in YRE as districts grappled with overcrowded conditions. These modern attempts first appeared in Missouri, Illinois, California and Minnesota during the late 1950s to the early 1970s. Most of the these programs were adopted as short-term, emergency measures designed to utilize existing facilities better during tight budgetary times. The benefits would become apparent along the way (Glines, 1997). Interest in YRE lagged in the late 1970s but began to make a resurgence in the 1980s (Stover, 1989). During the 1980s, YRE programs were adopted not only to save space but also for their educational benefits (Association of California School Administrators, 1988).

Types of Year-Round Calendars

Current YRE calendars can be grouped into two broad categories, multi-track and single-track. Multi-track programs can help personnel in districts educate more students in the same space by placing students on staggered attendance schedules. All students attend classes at the same time on a single-track calendar with the days of instruction divided into shorter blocks with more frequent breaks or intersessions (Sheane et al., 1994). During the 1996-1997

school year, 2,502 campuses utilized a year-round calendar. Of these, 1,380 were single-track and 1,122 were multi-track plans (Huyvaert, 1998).

At least seventeen types of year-round calendars were in use during the 1996-1997 school year and six different schedules were utilized on a multi-track calendar. The most popular calendar was the 60-20 plan used by 555 schools (Huyvaert, 1998). This plan places students in class for 60 days followed by a twenty-day intersession. A new track rotates to an intersession every 20 days,increasing building capacity by 20-50%, depending on the number of tracks. A school year consists of three sixty-day sessions.

The 45-15 plan was employed by 160 schools. This calendar is similar to the 60-20 plan with students attending school for 45 days followed by a fifteen-day intersession. A school year is made up of four quarters or four grading periods.

The 60-15 plan is most commonly used to accommodate five tracks of students. This calendar allows for a three to four week common summer break for all students. The 90-30 plan consists of two ninety-day semesters with a lengthened winter break. Multi-track schedules rotate tracks on and off intersession every thirty days. Similar to previous plan, the 55-18 plan was utilized by two schools during 1996-1997.

The Concept Six calendar is utilized almost exclusively as a multi-track plan to increase building capacity by as much as 33%. Students are placed on three tracks, with one track always on vacation. A school year consists of six terms, approximately forty-three days in length. Students attend four of the six terms and are required to attend at least two consecutive terms. The plan

provides for 160 or more days of instruction. In states that require 175 or more days, the required number can be completed by overlapping half-day sessions to start and end a term. Independent study, mandatory intersessions or other creative off-campus activities can also be used to meet the mandated number of days of instruction (Ballinger, Kirschenbaum, & Poimbeauf, 1987; Huyvaert, 1998).

With over 55% of year-round schools operating on a single-track plan, there are over 16 plans in use. With the exception of the 55-18 and Concept Six plans, all of the aforementioned plans are also utilized on a single-track basis. The 45-15 plan is the most popular calendar, utilized by 580 schools in 1996-1997. The 60-20 plan was used by 253 campuses. Others included the 25-15 plan, 30-5 plan, 30-10 plan, 35-10 plan, 40-10 plan, 45-10 plan, 50-10 plan, 50-15 plan, 60-10 plan, 60-15 plan and the 65-20 plan (Huyvaert, 1998).

Benefits of YRE

Proponents of YRE have identified several benefits to a year-round schedule. From the observations of a school board member, Parrish (1989) gave both financial and educational benefits as arguments for the adoption of YRE. Financially, YRE provides for more efficient use of space and thus, the need to construct fewer buildings. Educationally, students retain more, at-risk students do not fall as far behind, and both teachers and students report less "burn-out". Academic growth, the benefit of seasonal variety for vacations, enrichment opportunities for students and staff, as well as a reduction in vandalism are also noted arguments in support of YRE (Carroll, 1995; Clune, 1994). Doyle and Finn (1985) added to these arguments the possibility of

higher pay for teachers who choose to work during intersessions, increased opportunities for the enrichment of gifted students and the remediation of disadvantaged students.

In their study of twenty years of previous research on YRE, Worthen and Zsiray (1994) identified the following ten benefits of a year-round program:

> 1. Students on YRE will do as well or better in academic achievement.
> 2. Students on YRE will likely exhibit better attitudes toward school.
> 3. Students on YRE are likely to have a bit better attendance.
> 4. Somewhat fewer YRE students will drop out of school. 5. Teachers' attitudes under YRE will be somewhat better than under the traditional schedule. 6. YRE teachers will feel more professional and will welcome the opportunity for higher salaries (assuming a choice is given).
> 7. Teacher "burnout" on YRE programs will be somewhat less, although they report more stress when in session. 8. A majority of parents will be favorable toward YRE, while a small minority will persist in resisting it.
> 9. Vandalism and burglary of school property is likely to decrease somewhat. 10. With the exception of single-track YRE programs, adopting YRE will result in significant cost savings. (pp. 23-24)

The benefits of improved or maintained academic achievement, enhancement of the teaching profession, reduced teacher burnout, improved student and teacher attendance, and reduced vandalism were also noted (Ballinger et al., 1987). The reduction in vandalism was seen as a correlation to the fact that on a year-round calendar the buildings were rarely unoccupied (Carroll, 1995; Sheane et al., 1994). The elimination of the need for three to six weeks of

review, which occurs in a traditional calendar, was also cited as a benefit of adopting a year-round calendar. Glines (1997) explained that on a year-round calendar, the shorter vacation time cuts a typical thirty-day review period to five days. These twenty-five days could be used for the introduction of new material thus allowing more to be taught in the same number of instructional days.

Kneese (1996), in a meta-analysis of previous studies conducted on the effects of a year-round calendar, found a small, positive effect on student achievement. The study supported achievement differences in three areas. First, student performance in a YRE schools was compared to that of students in schools on a traditional calendar. This analysis showed YRE to have a positive, small effect on achievement scores. Although all YRE programs showed this slight positive effect on achievement , in a separate comparison of multi-track to traditional and single track to traditional, single track programs were determined to have a greater impact. The study also attempted to examine the impact of year-round programs over a period of years. This analysis showed the gains in achievement to continue over time. The meta-analysis also revealed the most recent studies on YRE showed the greatest positive effects on achievement.

Several studies point to the benefits of the adoption of a year-round calendar, specifically at the high school level. The results of a ten-year study of the single track program at Buena Vista High School, Virginia identified five areas of improvement . In the area of achievement, the school's SRA scores had risen above the national average. The dropout rate had declined to 2.8%. below the state average of 3.3% for 1992. There was an increase in room utilization. Over 50% of the students attended intersession courses for reasons

varying from remediation to enrichment. Both teachers and students indicated desire to continue the program (Bradford, 1993). In a study comparing achievement of students at a traditional calendar high school to students on a single track year-round calendar, Chen (1994) found achievement rates to be higher at the year-round campus. Scores at the single-track campus were significantly higher on the California Test of Basic Skills. No statistically significant difference was identified in the mean scores on the Scholastic Aptitude and achievement tests. In the first year of the program, scores on the Stanford Achievement Test were lower on the year-round campus, but by the third year, the year-round school showed a greater percentage increase in the mean score than did the traditional calendar school. A study of a single track high school in Arizona also revealed several positive gains following the adoption of a year-round program. The GPA of female and minority students increased after the first year on the program. The dropout rate decreased and the graduation rate increased. Both students and staff reported feeling better about school (Yordani, 1996). In a study comparing Texas Assessment of Academic Skills scores of 10th grade students at two traditional and two YRE high schools, Cabat (1996) again found some achievement gains at the year-round campuses. The study revealed statistically significant differences on both the writing and math portions of the test and no significant difference on the reading portion of the exam. Although the traditional campuses had better writing scores, math scores were higher at the year-round schools. Both the additional time in intersession and the more continuous learning offered by the year-round calendar were offered as explanations for the gain in math scores.

Benefits apparently accompany the adoption of a year-round program, but as with any change, problems can accompany the benefits (Greenfield, 1994).

Administrative Problems in the Year-Round High School

As YRE has increasingly been viewed as leading to increased academic performance, single-track programs have experienced dramatic growth. By 1992, 46% of all YRE programs were single-track as compared to a previous 25% of all YRE programs. This growth continued, during the 1996-1997 school year, as 55% of all year-round programs utilized a single-track plan (Huyvaert, 1998). For example, in Texas, for the 1992-1993 school year, 38 of 41 districts operating some form of YRE employed a single-track program (Hazleton et al., 1992). As the adoption of single track programs gain momentum, it is important to consider what administrative problems might accompany the implementation of a year-round program at the high school level.

There are limited studies dealing solely with the implementation of single-track programs at the high school level, but several studies have been published on the implementation of multi-track programs. From these studies, several areas of concern regarding the implementation of these programs can be identified.

In his study of 45 school districts nationwide, which were implementing or had implemented YRE in high schools, Mussatti (1981a,1981b) identified the following four major areas of concern for high school implementing YRE:
(a). Administration and scheduling. Because of the inequality in the balance between tracks, Mussatti recommends that multi-track systems be avoided. Advanced courses and special programs often include such a small

percentage of the student body that it is impossible to offer these programs on all tracks. Therefore, students involved in these areas must be grouped in only one or two of the offered attendance tracks. (b). Personnel allocation for administrators and teachers. The longer school year could lead to administrator burnout, and teacher support for the program is vital if the program is to survive. Examples of problems in this area include being able to assign teachers to requested tracks and providing vacation time for administrators. (c). Facilities and maintenance. There is substantially more wear and tear on the buildings. Major cleaning is difficult and additional personnel must be hired to maintain the buildings. (d). Curriculum and instruction. A heavy program of in-service training for teachers on the areas of individualization and weekly follow-up must be maintained. Special mini-courses must be developed to fit many of the year-round programs. There were also three areas of minor concern: (a). Scheduling of students. Students need more time for guidance in course selection. For example, in the area of scheduling, it would be helpful to have both quality time and advisement for more students. (b). Transportation. Some areas found it necessary to air condition buses. In districts where only a few campuses are on a year-round calendar, the scheduling of bus routes and obtaining drivers during the traditional break periods presents a problem. (c). Student activities and athletics. Athletics suffers less than other activities. Performing arts programs suffer as well as band, student council, clubs, and the like. Stiff (1986) and Wall (1994) also identified staff preparation, concern for the physical plant and problems with athletics as major areas to consider when implementing YRE at the high school level.

In interviews with key personnel at three high schools operating a multi-track year-round program and two schools seriously considering YRE, Webster and Nyberg (1992) identified four management issues associated with implementing a YRE program. First was the development of a master schedule. If a school has a three-track program, it necessitates three master schedules. Another concern was the ability to offer a wide array of course offerings on each track. The third issue concerned co-curricular activities, including athletics, performing groups and academic teams. The final issue was problems with communication, especially with students and staff who were off-track.

In his research of YRE, Peltier (1991) also identified four areas of consideration for high schools thinking about implementing YRE. The first was school maintenance, especially finding time for major cleaning and repairs. A second concern dealt with communication with students and faculty who were off-track. Next was a concern that YRE offered less opportunity for faculty to work together to improve education. Finally, there was a concern that YRE would make it more difficult for teachers to pursue advanced degrees.

The major considerations for high schools implementing a YRE program are scheduling and course offerings, building maintenance, support services, student activities and athletics, communication problems, and reduced educational opportunities for teachers (Mussatti, 1981; Peltier, 1991; Wall, 1994; Webster & Nyberg, 1992). For a school considering a single-track program, the concerns about scheduling and course offerings and communication problems can be eliminated from a list of concerns since they are inherent only to a multi-track program. Therefore, when

considering the implementation of a single-track, year-round program at the high school level, the major areas of concern are student activities and athletics, building maintenance, support services and the possibility of reduced educational opportunities for teachers. School reforms are often needed for other societal benefits.

School Reforms and Societal Benefits

In their report on school reform for a new economy, Carnevale and Porro (1996) identified a three-part mission for education in the United States. American schools should produce good neighbors, develop involved citizens, and turn out qualified workers. The development of good neighbors and citizens will continue to safeguard democracy for future generations and help to provide a safer environment for all of American society. A qualified work force is necessary to maintain a competitive edge in an ever-changing world economy.

In order to fulfill this mission, schools must change (Carnevale & Porro, 1994; Sherritt & Basom, 1996). As presented in this literary review chapter, one of the proposed changes is to revamp the school calendar. To do so, there is a need to adopt a year-round program. Many authors support the adoption of YRE (Association of California School Administrators, 1994; Ballinger et al., 1987; Ballinger, 1989; Cabat, 1996; Doyle & Finn, 1985; Glines, 1997; Greenfield, 1994; Parrish, 1991; Sheane et al., 1994; Stover, 1989).

Year-round education is not a new idea, neither is it a cure-all (Association of California School Administrators,1988). YRE can provide the structure to support the curriculum changes necessary to develop the skills needed in the information age (Carnevale & Porro, 1996). Educational benefits

have also been associated with the switch to a year-round calendar (Ballinger et al., 1987; Bradford, 1993; Cabat, 1996; Carroll, 1995; Chen, 1994; Clune, 1994; Doyle & Finn, 1985; Glines, 1997; Kneese, 1996; Parrish, 1989; Sheane et al., 1994; Worthen & Zsiray, 1994; Yordani, 1996). The authors have acknowledged that the education benefits range from increased attendance and improved student achievement to the reduction of vandalism. Certainly, these areas impact society in a beneficial manner and help to obtain the goals of the educational mission (Carnevale & Porro, 1996).

Any major structural change, in education, however, will be accompanied by problems (Greenfield, 1994). Indeed, the adoption of a year-round calendar has been accompanied by several administrative concerns (Mussatti, 1981a, 1981b; Peltier, 1991; Stiff, 1986; Wall, 1994; Webster & Nyberg, 1992). Some of these concerns include scheduling major cleaning, creating a master schedule and dealing with student activities. Other administrative concerns include providing significant and ongoing training and educational opportunities for teachers. These are all areas that must be addressed as a year-round program is adopted, particularly at the high school level.

The identification and preparation to deal with these and other concerns, by both administrators and teachers at the high school level, can help ensure the success of the switch to a year-round calendar. The failure to address these concerns could well lead to the death of an otherwise worthwhile change in the educational system (Greenfield, 1994).

Preparing young people to be contributing members of society has always been the goal of American education. The skills necessary to

accomplish this goal in the 21st century have changed (Sherritt & Basom, 1996). The adoption, at the high school level, of a year-round calendar is one of the changes that can help meet the demands of the changing workplace in the next century. Meeting these new demands is essential to maintain the economic health of the nation (Carnevale & Porro, 1994). Preparing for the problems associated with the switch to YRE education can help make the program successful.

PROCEDURES

Change is indeed a constant. As high schools prepare to enter the 21st century, change will be necessary to prepare students to meet the demands of the ever-changing workplace. As a member of the Campus Excellence and Improvement Council of Lake Dallas High School in Texas, and having been challenged by a former principal to consider organizing the school year in a different manner, the author undertook the study of non-traditional school calendars, focusing on year-round education.

The purpose of this paper was to identify administrative problems encountered when a high school adopts a single-track, year-round calendar. Once identified, these problems were used to prepare guidelines, to be used by school personnel, preparing to implement a single-track, year-round program.

For the collection of data for this study, a questionnaire was designed by the author. This questionnaire was sent to 40 high schools throughout the United States identified as being on single-track YRE programs by the National Association for Year-Round Education. Twenty-eight schools returned the questionnaire during the fall of 1996. Thus, approval by the Human Subjects

Review Committee was not necessary due to the fact that the impetus and completion of the study arose out of concerns addressed by school personnel in the author's district, prior to the development of this paper. Of these 28 schools, 2 were no longer on a year-round program or had never been on one. The questionnaire included administrative problems in five specific areas: building maintenance, athletics, other extracurricular activities, teacher inservice and/or continuing education and support services. Responding school personnel were also given space to indicate other problems they may have encountered with YRE. In addition to addressing these problems, the questionnaire also included demographic information on the size and location of the school, the type of YRE calendar in use, and the number of years the school had been on the year-round calendar. The schools were also asked to indicate whether or not they intended to continue on YRE (See Appendix A).

After completing the questionnaire and receiving the results, the author designed a basic guideline that would be useful for administrators implementing a single-track, year-round program at the high school level. The guidelines included the research results, identified the benefits of YRE, and offered tips to address the three most common problems identified by the research.

RESULTS

From the demographic information and responses on the questionnaire, the single-track, year-round calendar can be found in high schools of all sizes and, in both urban and rural areas. Most of the schools responding had been on a year-round calendar for more than two years, but the type of calendar

varied. Of the schools responding, 15.4% had enrollments under 250, 23.1% had enrollments of 250-600, 26.9% had enrollments between 600-1000 and 34.6% reported enrollments over 1000. Fifty percent of the schools considered themselves to be in rural areas, 34.6% were located in suburban areas and 11.5% were in an urban setting. The schools reported the use of 12 different calendars, with 34.6% of the schools indicating the use of the 45/15 calendar. As to the number of years on a year-round calendar, 69.2% of the schools indicated having been on the year-round calendar for two to four years and 19.2% of the schools had been on a year-round calendar for five or more years.

Examining the overall responses, none of the schools responding indicated having problems in all the areas addressed by the instrument. Only 7.7% of the schools reported problems in four of the areas. Three areas were identified as problems by 19.2% of the respondents. Two problem areas were identified by 23.1% of the schools. One area of concern was identified by 26.9% of the schools. Finally, 19.2% of the schools responding identified no areas of administrative concern associated with a year-round calendar.

The study revealed the most commonly cited problems to be those dealing with athletics and teacher training opportunities. Fifty percent of the schools indicated problems with athletics and 30.8% of the responding schools indicated teacher training as an area of concern. Building maintenance was identified as an area of concern by 26.9% of the responding schools. Other extracurricular activities were cited by 19.2% of the schools as an area of concern. The area of support services was indicated as a problem by 11.5% of the schools.

Areas other than those specifically addressed by the instrument were indicated by 23.1% of the schools. These concerns were: (a) conflicts for students participating in other summer workshops, seminars or camps (b) record-keeping for state-reporting purposes (c) aligning vacation with the rest of the district when campuses are on different calendars (d) central office staff being on vacation when year-round schools started (e) providing time off in the summer for principals and (f) use of the schedule as a political tool by the board of education (See Appendix B).

When asked about their plans to continue on a year-round calendar, all but one school indicated they were staying with year-round schooling. That lone school was in the process of conducting a survey of all concerned parties on the future of their year-round calendar.

The respondents offered several comments about the areas they indicated as administrative concerns. In regards to athletics, student participation in practice during "off times" was the most commonly reported problem. No information was given as to whether or not participation in athletics decreased, only that motivation to practice was somewhat hindered. Of the schools identifying teacher training as a problem, 62.5% indicated concern about teacher opportunities to pursue college work during the summer sessions; 25% of the schools added that colleges in their area were willing to adjust their schedules to accommodate these teachers. In the area of building maintenance, problems concerned either the need to adjust summer cleaning schedules, the entire staff being unable to take vacation during the summer, or scheduling problems resulting from students being in the building during

intersessions for various programs and remedial help. Respondents indicated that with extracurricular activities, like athletics, educators experienced problems with student participation during "off times." One school indicated a particular concern with band practice and time for band camp. Areas of concern with support services all centered around transportation costs. Transportation for activities during breaks was cited as a concern. One school also cited a need to air-condition their buses as a monetary consideration when adopting a year-round schedule.

After the questionnaire was distributed and the responses tallied, the author decided that it would be helpful to design a basic guideline for administrators charged with implementing a single-track, year-round calendar at a high school. In the guideline, there would be several areas of coverage, given the magnitude of a change to a YRE calendar and the problem areas identified by the questionnaire.

In the first section of the guideline, a brief background of the year-round movement was given including different types of single-track calendars. In the second section, the possible benefits of YRE were summarized. The third section highlighted areas of possible concern identified by the questionnaire. The final section offered tips from the author on how administrators might address the various problems that accompany the adoption of a single-track, year-round high school program (See Appendix C).

CONCLUSIONS

After compiling the results of the study, there do appear to be specific areas of administrative problems associated with the adoption of a single track

year-round calendar at the high school. However, as the results of the study revealed, these administrative problems do not appear at every school and when they do appear, none were reported as major problems.

Since none of the schools surveyed consistently reported the same types of problems, it is difficult to state exactly what type of administrative problems will be encountered when a high school adopts a single track year-round calendar. It is possible however, to realize that the adoption of a year-round program will be accompanied by some administrative problems.

Although no one area of concern was reported by a vast majority of the responding schools, three areas were reported with enough frequency to demand attention by those planning to adopt a year-round program for their campus. Two of these areas were teacher training opportunities and building maintenance.

The major area to consider in maintenance was the scheduling of major cleaning and repair, traditionally done during the long summer break. These concerns can be addressed in the transition phase of calendar change. Careful planning and the staggering of major cleaning and repair during the intersession periods would allow for building maintenance to continue despite the shortened "empty" period in the summer.

To address the concerns arising in regard to teacher training and educational opportunities, school personnel need to work closely with area universities and training centers. As indicated by two of the responding schools, universities might be willing to schedule classes to meet the needs of teachers in a year-round school. Other training opportunities could be

scheduled during the intersession periods so that teachers would not lose the chance to further their professional development.

The major area needing to be addressed during the transition phase is the concerns surrounding athletics. These concerns range from additional compensation for coaches to maintaining an off-season program during intersessions, and remaining within the guidelines of the athletic governing agencies. Neither concern is easily addressed. Additional compensation would need to be addressed by the board of education and settled before the new calendar was adopted. The concerns of participation by students during the intersession would need to be addressed by the coaches of the particular sport, although it might be possible to offer credit to students participating in activities during the intersessions. Course credit being offered during the intersession might also help address governance issues such as practice outside of the set sport season. All concerns would need to be investigated before the new calendar was adopted, especially those surrounding athletics, since this area is high profile in several communities and an integral part of the high school experience.

As more high schools adopt a single-track year round calendar, it will be beneficial to conduct further studies of administrative problems. Since more data will be available, it might be possible to identify, more definitively, administrative problems that arise as a result of the adoption of a single-track year-round program.

The author attempted to provide suggestions on how these three major concerns could be addressed in her guidelines. The guidelines were designed

to provide a glimpse of the possible problems that can accompany the adoption of a YRE program and provide ideas on how these problems can be planned for and the degree of negative effects lessened. The adoption of a single-track, year-round program can be a positive step in the redesign of secondary education in the United States, a change that is necessary if we, as a societal institution, are to prepare today's youth to face the challenges of tomorrow.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

SINGLE TRACK, YEAR-ROUND HIGH SCHOOLS

School Data

Enrollment : ___ 250 or less ____ 250-600 ___600-1000 ___1000 or more

Location : _____ Rural _____Urban _____Suburban

Type of Calendar : _____ 45-15 _____30-10 _____ 60-20 _____30-5

_____Other *Please Specify* _____

Number of years on a year-round calendar : ____ 1 ____2-4 ___5+

Problems Associated with implementation of YRE

When first implementing a year-round program did you experience problems in any of the following areas:

1. Building Maintenance ____No ____Yes. If so, please indicate the nature of the problem(s) _____

   _____

2. Athletics ____No ____Yes. If so, please indicate the nature of the problem(s) _____

   _____

3. Other extracurricular activities ____No ____Yes. If so, please indicate the nature of the problem(s) _____

   _____

4. Teacher inservice and/or continuing education _____No_____Yes. If so, please indicate the nature of the problem(s) _____

_____

5. Support Services (transportation, food service, etc.) ____No ____Yes. If so, please indicate the nature of the problem(s) _____

_____

6. Any other areas that presented problems. _____

_____

Please rank the areas below in order of importance on your campus (1 being the area of greatest concern):

____ Building Maintenance ____ Athletics _____ Other Activities

____ Teacher training ____Support services

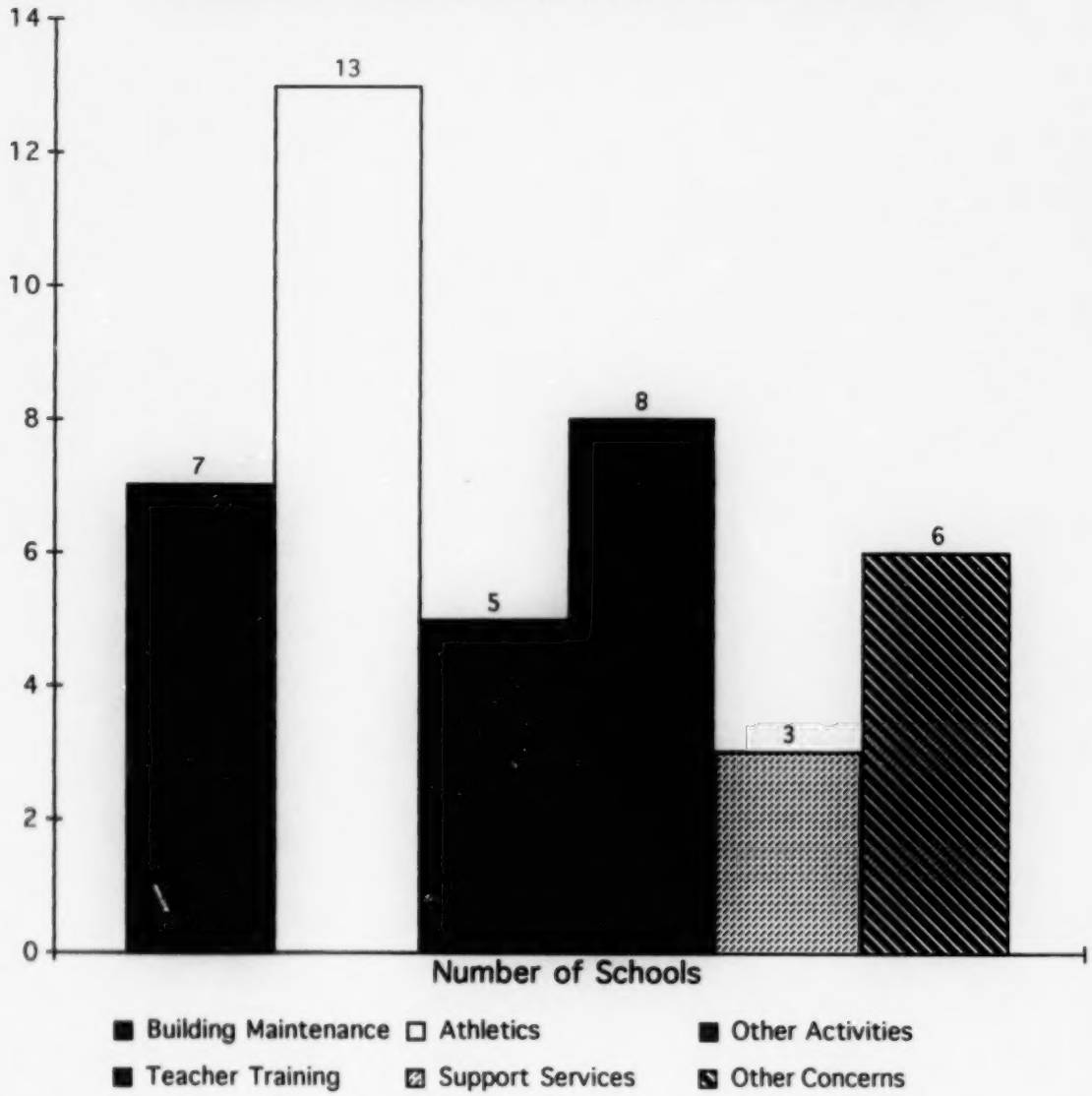
_____Other (Please specify: _____)

Do you plan to continue on a year-round calendar? _____Yes _____No. If so, why not?_____

_____

APPENDIX B

SCHOOLS INDICATING AREAS OF CONCERN



APPENDIX C

Introduction to Guideline

The purpose of this guideline is to offer insights regarding the possible problems that accompany the adoption of a single-track, year-round calendar at the high school level and to offer some tips as to how the negative effects of these problems can be lessened. It is the hope of the author that this information can be useful and will help make YRE a successful step in the restructuring trend at the high school level.

The YRE movement began as early as the late 1800s and began to gain momentum in the 1950s and 1960s as an answer to the overcrowded conditions that resulted from the "baby boom". Most of the YRE programs during the 1950s and 1960s used a multi-track calendar designed to increase building capacity by a third or more. As these programs were implemented, benefits other than increased building capacity were identified. The benefits of YRE include: increased student achievement, decreased teacher burnout, decreased vandalism and increased attendance and graduation rates. As these benefits were researched and identified, more schools began to adopt single-track programs as a means of restructuring schools to meet the demands of our ever-changing society. The most popular single-track calendars currently are the 45-15 and the 60-20 plans.

As high schools adopt the single-track, year-round calendar, several problem areas have been further identified that should be considered as school personnel begin to prepare for the switch to a year-round calendar.

The scheduling of maintenance, especially major cleaning jobs was one of the top three problems identified as concerns by administrators on a single-track program. A second concern was teacher-training opportunities. Ensuring opportunities for teachers to pursue college work during the summer was the major issued identified. The third, and most consistent problem identified, dealt with athletics and other school activities. The main concern in this area included compensation of coaches and sponsors and maintaining legal off-season programs during intersessions.

To address these three major concerns, the author offers several tips. To address maintenance concerns, one must schedule major cleaning in smaller blocks during the intersessions and stagger vacation for maintenance personnel, so that there is always a crew working during intersession periods. In regard to teacher training, scheduling professional development seminars during part of an intersession break will maintain ongoing staff development efforts. Working closely with area universities and allowing teachers to leave campus early, when possible, will also maintain the opportunity for teachers to pursue advanced degrees. Finally, with regard to athletics and other activities, administrators need to address the issue of increased stipends before adopting a year-round calendar. Administrators can contact state governing agencies to find information on the legality of offering the activities as mini-courses during the intersessions.

Look Before You Leap !!!

Guidelines for High School Administrators Adopting a Single-Track, Year-Round Calendar

For more information and complete survey results call 940.484.1436 or e-mail G_3HOLT @ TWU EDU.COM

Background of YRE

The year-round movement began in the late 1800s and began to gain momentum in the 1950s and 1960s as an answer to the overcrowded conditions that resulted from the baby-boom. Most of the YRE programs of the 50s and 60s used a multi-track calendar designed to increase building capacity by a third or more. As these programs were implemented, benefits other than increased building capacity were identified. As these benefits were researched and identified, more schools began to adopt single-track programs as a means to meet the demands of our ever-changing society. The most popular single-track calendars currently are the 45-15 and 60-20 plans.

Sample Calendars

45-15 Plan

2000-2001

Term 1 - July 31 - Sept. 29 *44 days*
Holiday Sept. 4 Labor Day
Intersession 1 - Sept. 30 - Oct. 22
Term 2 - Oct. 23 - Dec. 22 *43 days*
Holiday Nov. 23-24 Thanksgiving
Winter Break - Dec. 23 - Jan. 14
Term 3 - Jan. 15 - March 16 *45 days*
Intersession 2 March 19 - April 8
Term 4 - April 9 - June 8 *45 days*
Summer Break - June 9 - July 29

60-20 Plan

(modified)
2000-2001

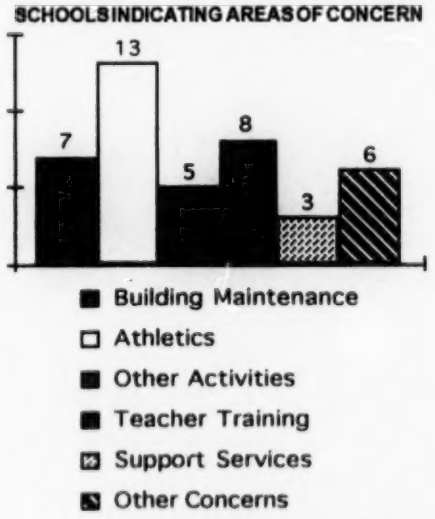
Term 1 - July 24 - Oct. 13 *59 days*
Holiday Sept. 4 Labor Day
Intersession 1 - Oct. 14 - Nov. 12
Term 2 - Nov. 13 - Feb. 16 *58 days*
Holiday Nov. 23-24 Thanksgiving
Dec. 23 - Jan. 7 Christmas
Winter Break - Feb. 18 - March 11
Term 3 - March 12 - June 1 *60 days*
Summer Break - June 2 - July 22

Benefits of YRE

- Increased Student achievement
- Decreased teacher burnout
- Increased attendance
- Increased graduation rates
- Decreased vandalism

Potential Problems

The following were identified as areas of administrative concern in a survey of high schools on a single-track calendar.



Comments concerning the top three areas of concern:

Building Maintenance - scheduling major repairs/ cleaning

Teacher Training - ability to take summer courses, continuity of staff development programs

Athletics/ Other Activities - pay for coaches, maintaining off-season programs during intersessions

Tips to Handle Potential Problems

- **Maintenance**
  - schedule major cleaning in smaller blocks during intersessions
  - stagger vacation time for maintenance personnel so that a crew is always working during intersessions
- **Teacher Training**
  - schedule professional development seminars during intersessions
  - work with area universities to ensure courses are offered for teachers during breaks
  - allow teachers to leave campus early to attend classes
- **Athletics and Other Activities**
  - address issue of increased stipends before adopting calendar
  - contact governing-agencies for information on legality of practice during intersessions